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little child feels in being instrumental in making things grow. If he must constantly "be careful" all his joy is swallowed up in the necessarily frequent reminders of the teachers, who must ask of him the same consideration and thought that is expected of a grown person.

Subject: How things speak to us:

1. Through the eye—in color and motion: sun, flowers, fruit, vegetables, stones, etc. We may tell what bird is flying, when too high to discern the color, by the movements it makes; which way the wind is blowing by watching the smoke, bending of trees, or weather-vane.

2. Through the ear—in sound; voices of people, songs of birds, sounds made by animals; wind, rain, thunder, train whistles, clocks, bells; music—piano directing rhythms, triangle for signals.

3. Through the nose—odor: flowers, fruits, vegetables, smoke, perfumes, fresh air.

4. Touch—all objects that may be handled.

5. Taste—all objects that have flavor.

6. Things that speak to us of spring—south wind, sun, green coming into the grass, trees, and shrubs; return of birds.

Materials used.—Paints, paper, clay, sand, fruits, flowers, vegetables, seeds, pictures of birds and animals, and those showing seasons.

Games.—"Jacob and Rachel," "One of Us Has Disappeared," "Pebble Game." Sense games, of sight, hearing, touch, taste, smell. Growing plants, spring showers, clouds and sunshine.

Songs.—Suitable spring songs: Mrs. Gaynor, *Songs for Little Children*; Eleanor Smith, *Songs for Little Children*.

Stories.—"Peggy's Garden and What Grew Therein," by Celia Thaxter; "Three Neighbors," A. E. A.; "What was Her Name," Laura E. Richards; "Baby Seed Song," Anonymous.

FIRST GRADE.

ELSIE AMY WYGANT.

REVIEW FOR JANUARY AND FEBRUARY.

Geography.—The work on tropical fruits we carried out much as planned in the January number. "How is it that we have oranges, bananas, coconuts, etc., when all our trees are bare?" was our problem. The conservatory in Washington Park we made our field of study.

The children recalled the appearance of their home locality during the fruit season. They described the climatic conditions of the tropics and inferred the results. These inferences we verified and modified by pictures,

and by the experience of individual children who had visited the South. To build up an image of a tropical country, we studied closely each of the tropical trees in the conservatory—the cocoanut tree, for instance, and its uses.

The class saw a variety of articles manufactured from the fiber of this tree. Each child had a cocoanut to experiment with. He drained the milk and used it for luncheon. (For number work involved see *ELEMENTARY SCHOOL TEACHER*, Vol. II, No. 6, p. 531.) The next day he sawed off the top, used a part of the meat to make macaroons, and boiled the rest, skimming off the oil. In the shell he planted the quick-growing "Wandering Jew." This made a hanging flower-pot, and served as a pretty valentine.

On our modeling table a tropical region was molded in sand. The dangers of any model were, of course, magnified in this, where so much was beyond the actual experience of the children. For this reason very frequent opportunities were made for translating it into terms of experience. Our palm, banana, bamboo trees, etc., were compared with those at the conservatory, the size referred to actual size and true proportions maintained throughout the construction so far as possible.

Dramatic art.—"Mowgli's Admission Into the Wolf Pack" and the story of "Tomai and the Elephants," taken from the *Jungle Book*, were told in connection with the geography. "Tomai and the Elephants" the children modeled in clay, each making one part. Then all the parts were arranged on a large board; the whole served as a pleasant plaything. In this play the children were absolutely undirected, and it was observed that they handled the elephants and talked over the story, but in no sense attempted any dramatization with the models as puppets.

A trip to the Lincoln Park zoo was made in preparation for the dramatization of the Mowgli story. Upon their return, the children voluntarily imitated separate animals, but had no desire and apparently lacked the power to dramatize the story itself. When they attempted it, at the suggestion of the teacher, the play was forced and had to be wholly directed by her. So far as the dramatization went it was a failure. The attempt showed that these children had not sufficient experience with the animals to make their impersonation possible. It emphasized strongly the fact that experiences must be familiar before they are put into dramatic form by little children. Consequently, the play was abandoned, and the fourth grade, which is working along the same line, will dramatize it for the first grade.

Science.—The science work—source of food, meat, and grains—was greatly hindered by the prolonged cold, which made excursions impossible. The trips to the packing-house, cold-storage warehouse, and flour mill are, therefore, to be taken in March.

The children corned beef to cook and serve cold for lunch. The following reading lesson, written by a member of the professional training class, Miss Ava Daratt, gives the recipe for the work:

CORNING BEEF.

We had 3 pounds of beef.

We made a brine for the beef.

We used 8 pints of water, 1 bag of salt, 1 table-spoonful of sugar, a small pinch of saltpetre.

At first the meat was red.

We rubbed salt into the meat.

Then we put the meat into the brine.

We let it stand for a week.

We took the meat out of the brine.

It was gray.

We made a new brine.

We put the meat into this brine for three days more.

Now the beef was corned.

It was ready to boil.

History.—The play-house: The designing of the wall-paper is begun, and the review of the work will be given in the next issue of this journal.

Manual training.—The children have made two partitions, 7×10 inches, for the playhouse, to divide each floor into two rooms; fitted and fastened same into house; cut a door $2\frac{1}{2} \times 3$ inches in each partition; made windows in the rooms. This necessitated the finding of the center of a rectangle. The children discovered the way to find it by means of its diameters. This was accepted and used; then the easier way of using the diagonals was suggested.

We have begun with the dining-room in the furnishing of this house. The class planned the size of the furniture in proportion to the size of the room, and made a working drawing of each piece. They will use poplar wood for the dining-room furniture. When they construct the parlor furniture a study of woods will be made, and each child will select his own. Before that work is done two excursions will be taken, to the salesrooms of The Tobey Furniture Co. to see the completed articles, and to a factory to see the construction.

Home economics.—Baked potatoes, cocoanut macaroons, boiled apples, and cornstarch pudding are the four new dishes which have been cooked for luncheons.

The cooking period of the first grade comes from 11 to 12 o'clock on Friday. The lunch period for the entire school occurs at 12. The first grade has invited some other grade to luncheon each Friday, and the cooking has been in preparation for this party. The social value of this period in the school may be illustrated by the following incidents :

The children invited the first grade of the Francis W. Parker School to luncheon on Valentine's Day. Because of a party given by the whole school the cooking lesson of the first grade was omitted and they were unable to prepare anything particularly nice for their guests. The second grade, whose cooking comes on Thursday, heard of the difficulty, and, without telling us, made pop-corn balls and put them on our lunch table when it was set. The delicacy which kept this neighborliness a secret, lest it suggest the inclusion of the givers in the invitation, seems to me the essence of the spirit of true courtesy.

Another Friday the first grade invited the fifth to luncheon. The children boiled apples in syrup, and served with whipped cream. While they were preparing the apples with the whipped cream some of the fourth grade, who were in the room and saw the preparations, offered two glasses of the jelly they had made in the fall.

The following reading lessons were recipes given to the children :

APPLES BOILED IN SYRUP.

Pare 2 apples.

Core the apples.

$\frac{1}{4}$ cup of sugar.

$\frac{1}{2}$ cup of water.

Heat the sugar and water together until it boils.

Boil the apples in the syrup until they are soft.

Take out the apples.

Boil the syrup until it is stringy.

Pour the syrup over the apples.

COCOANUT MACAROONS.

The original recipe, written in terms of pound measure, was rewritten in terms of gill measure for convenience and reduced in quantity for work of individual children. Using the following quantities of materials, each child made about six macaroons of usual size.

Use 1 gill of cocoanut.

$\frac{3}{4}$ gill of sugar.

$\frac{1}{2}$ the white of an egg.

Directions.—Cook the cocoanut and sugar in the double boiler until the mixture clings to the spoon.

Add the white of the egg and stir vigorously.

Cook the mixture until it feels sticky.

Spread in a wet pan and cover with a wet paper, then chill on the ice.

Shape in desired form, after dipping hands in cold water.

Bake twenty minutes in slow oven, on tin greased with white wax.

After the macaroons are shaped wait until the following day before cooking them.

CORNSTARCH PUDDING.

$\frac{1}{2}$ pint of milk.

2 tablespoonfuls of sugar.

2 tablespoonfuls of cornstarch.

A pinch of salt.

Directions.—Boil about fifteen minutes, until the cornstarch is cooked. Flavor with $\frac{1}{2}$ teaspoonful of vanilla. Pour into cold wet molds.

NOTE.—This recipe, which was given to each child, made two individual molds, or about $\frac{1}{2}$ pint.

SECOND GRADE.

CLARA ISABEL MITCHELL.

REVIEW: HISTORY AND GEOGRAPHY.

At the beginning of the school year "Shepherd Life" was chosen as the subject for lessons in geography and history. It was thought that some knowledge of the sheep-tending and wool-weaving experiences of the race in that early stage would stimulate the children's interest in their own weaving and in all